

Ready to Run



B1

UKRAINE SCHOOL PROJECT

Student Pack

LEARNING GOALS

Vocabulary

The environment
Actions for the planet

Speaking Skills

Share your world

Writing Skills

A proposal of action

1. Before Watching

Write 2 things you did for yourself in the last week. *eg. did some exercise, read a book, watched TV*

1. _____

2. _____

Write 2 things you did for somebody else in the last week. *eg. helped them with some homework, listened to their problem*

1. _____

2. _____

Write 2 things you did for the environment in the last week. *eg. put paper in the recycling bin, took public transport*

1. _____

2. _____

Compare your list with a partner. Describe how each thing made you feel using the words below and your own ideas.

happy

shy

angry

scared

frustrated

relaxed

excited

proud

2. While Watching

Activity a)

Watch the video. Answer the questions.

1. Where is Vydranytsia village? Give two details.

2. What is the main message of the video?

Activity b)

Watch the video again. Complete the table below.

Problem	Response from the children of Vydranytsia
1. Animals don't have a home	<i>Make bird boxes and put them in the trees.</i>
2. Making new materials uses a lot of energy	
3. Trees are cut down to make things including buildings and paper	
4. Many plastic bags go into the ground or the sea	
5. We use a lot of gas to make our homes warm	

3. After Watching

USEFUL PHRASES

Watch the video again. Match the sentence halves to complete the phrases.

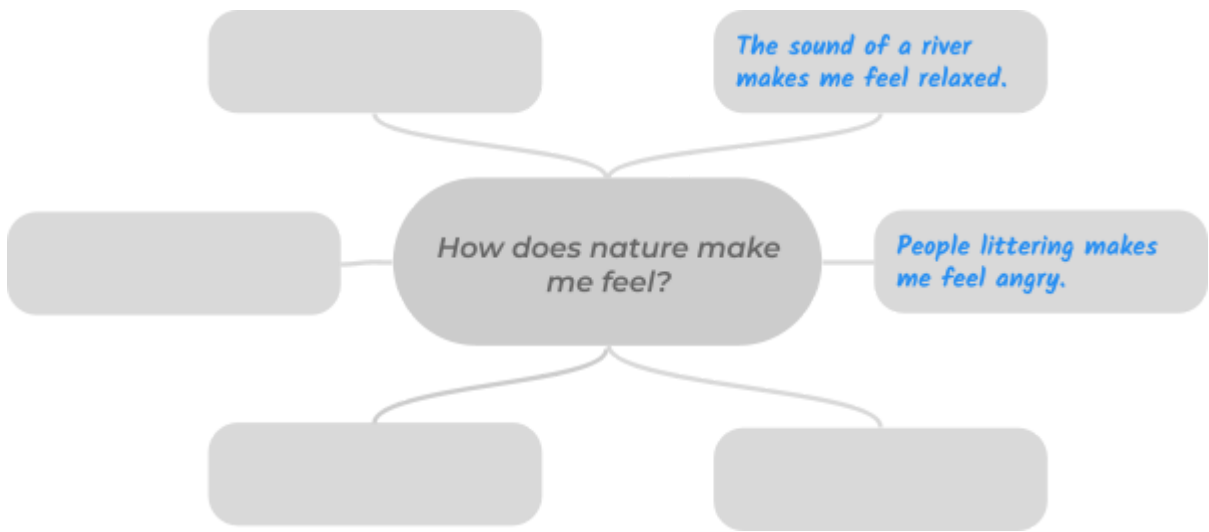
1. They do what they	a. people around the world to help our planet
2. We were inspired	b. waste to save the forest
3. We'd like to encourage more	c. can to protect the environment
4. We can recycle paper	d. and told my parents about it
5. The pupils of our school created	e. by our teacher
6. I heard about green energy at school	f. eco bags

SPEAKING

1. In groups of four, identify the emojis and find a word for them.



2. Now discuss the questions and write notes.

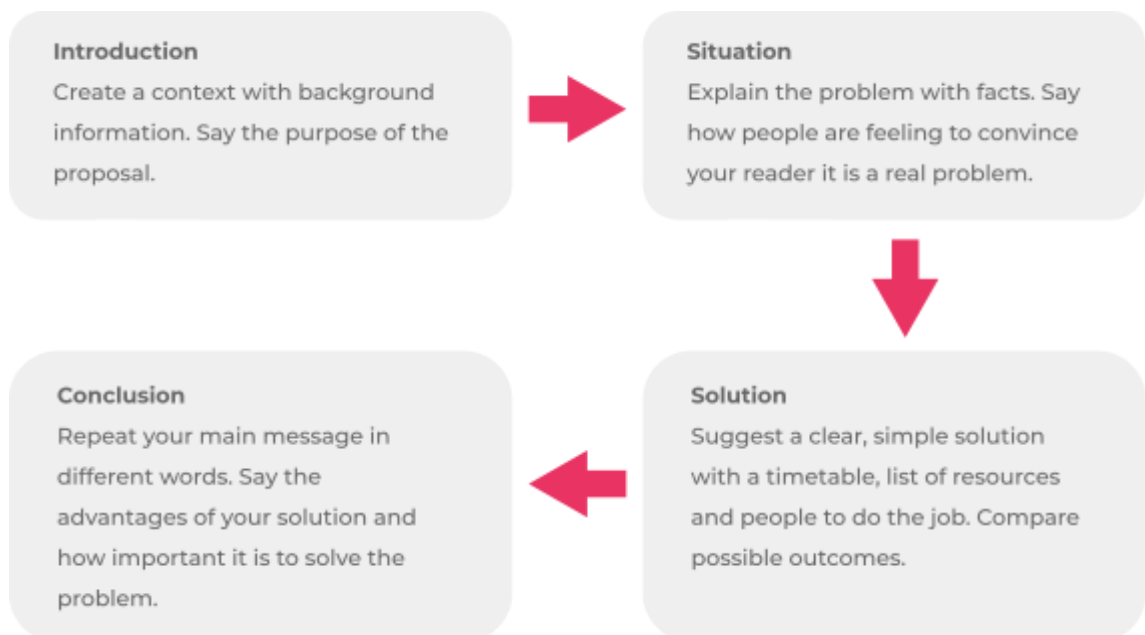


WRITING

1. In your group, use your ideas in the Speaking activity to choose a problem and solution for your town. Write a group action plan. Complete the tables.

School name	Date	Focus What is the problem?	People Who is in your group?
Objective What do you want to achieve?	Key steps What are the key tasks and steps?	Resources What will you need?	Possible problems What problems might happen and how will you respond to them?

2. Read the Proposal guide. Propose your action plan to your teacher using your notes and ideas from the lesson.



PROPOSAL



INTRODUCTION

We are writing to share our concerns about a problem in our town and propose a solution.

PROBLEM

We believe there is a big issue in our town.

SOLUTION

We would like to propose a solution.

SCHEDULE AND RESOURCES

We think it is best to start _____

because _____

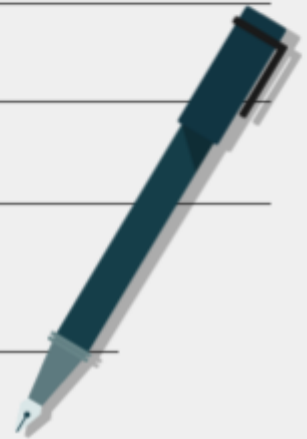
we will need _____

CONCLUSION

We want to be proud of our town and we have to do what we can do.

Let's

together! _____



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Teacher Guide

LEARNING GOALS

Vocabulary

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Actions for the planet

Speaking Skills

Share your world

Writing Skills

A proposal of action

1. Before Watching

Interaction Pattern: pairs

Time: 10 mins

C21 Tags: Communication, Critical thinking and problem solving

Tell learners two things you did in the last week. Ensure they are things you did for yourself but don't tell learners. Instead, elicit that you did them for yourself by asking *Who did I do this for?* Then draw a table with three columns on the board or screen and write *Me* at the top of column 1. Then say two things you did for somebody else. Now elicit who it was for. Write *Somebody else* in column 2. Finally, repeat for column 3 with two things you did for the environment. Now have your learners write two things they did for each option. Then tell learners how each of your actions made you feel, using some words from the boxes in the Student Pack and some extra words. Then have learners compare their lists and describe how each action made them feel. If time allows, elicit answers from learners to find out which actions create the most positive feelings.

Sustainable development goal: SDG 3, good health and wellbeing. Learners identify what actions they do for themselves, others, and their environments and consider how each one makes them feel.

Emotional development goal: Throughout this lesson students are invited to explore their emotional reactions to their surroundings and turn them into action. Activities 1, 3 (speaking) and 3 (writing) help work towards this goal.

2. While Watching

Activity a)

Interaction Pattern: Pairs

Time: 5 mins

Tell learners they're going to watch a video about a group of school children in Ukraine. If you think it is appropriate with your class and at the time of teaching, elicit what learners know about Ukraine. Encourage them to think about its location, culture, food and national sports as well as what they might know from news.

There are two questions about the video in the Student Pack. Read them out and check for understanding. One approach during the viewing is to encourage learners to watch the video once without writing any answers, just watching and listening. You can then elicit the answers and see if learners were able to understand and remember the answers when they weren't focusing on writing them down. Another approach is to have learners write down their answers while they are watching the video. Check the answers as a class.

Answer key:

1. Choose from any of: It is in Ukraine. It is between two rivers. It is on the border with Poland.
2. Possible answer: Let's work together to protect our planet.

Activity b)

Interaction Pattern: Individual

Time: 15 mins

Tell learners they're going to watch the video again for more detail. First, give a class situation to help create a context for the class. E.g. *Say the chairs in the classroom are damaged and unsafe to use. What is a possible solution?* Encourage learners to come up with ideas that are good for the environment, such as making new chairs using parts of the old chairs and other recycled materials.

Then, explain that each action from the children in the video is a response, or solution, to an environmental problem. On the board or screen draw a simple table or flow chart with problem 1 on the left. Elicit the children's response to problem 1 - ideally they will cover up the answer in the Student Pack. Now read through the problems in the table and check for understanding. Then play the video again and have learners write the corresponding response. You may need to play the video again or allow learners to think about their answers for a while and compare with a partner. Then check the answers as a whole class.

Answer key:

1. E.g. Make bird boxes and put them in trees
2. Recycle paper and plastic
3. Plant new trees
4. Make eco bags
5. Use solar energy

3. After Watching

USEFUL PHRASES

Interaction Pattern: individual

Time: 15 mins

C21 Tags: Creativity and innovation, Communication, initiative and self direction

Begin by reading through the sentence halves and then have learners watch the video again and match them to make complete sentences. Point out the useful phrases in each sentence that learners can use to talk about their own projects. These are marked in bold in the Answer Key.

Answer key:

1. c - They **do what they can** to **protect the environment**.
2. e - We were **inspired by** our teacher.
3. a - **We'd like to encourage** more people around the world to help our planet.
4. b - We can recycle paper waste **to save** the forest.
5. f - **The pupils of our school** created eco bags.
6. d - **I heard about** green energy at school and told my parents about it.

SPEAKING

Interaction Pattern: Group

Time: 15 mins

C21 Tags: Creativity, Collaboration, Communication

1. In groups of four, learners look at the different emojis and work together to find the right word to describe them. There isn't a single right answer for every emoji.

Possible answer key: 1. excited; 2. tired; 3. worried; 4. proud; 5. happy; 6. sad.

2. Then, ask learners how nature makes them feel and elicit that people have different views, responses and priorities. Read out the example answers and elicit whether any learners agree or have other answers. Then put learners into groups of four and have them discuss the two questions and take notes.

Learners then present their answers to the class and find the most common answers. This will help to explain how important nature is to people in many different ways and what skills they can use to help nature in their area. Remind them of the students in the video as inspiration. Also, elicit and suggest other ideas as a class that are suitable to their context.

WRITING

Interaction Pattern: Group/Individual

Time: 30 min

C21 Tags: Critical thinking, Creativity, Collaboration, Communication, Leadership and responsibility

Learners remain in their groups of four for this activity. Ask them to think about the things that make them feel angry or frustrated from the Speaking activity. Then ask if any of these are environmental problems such as litter on the streets and in parks, really hot or cold classrooms or a lot of traffic on the way to school.

Have them identify one environmental problem and think of a solution, or response. You can suggest the following to help with ideas:

1. food available in the shops and food waste (**SDG 2** zero hunger)
2. the things they learn about in class (**SDG 4** quality education)
3. clean water available in taps around the school or town (**SDG 6** clean water and sanitation)
4. pollution from factories and vehicles (**SDG 7** affordable and clean energy)
5. making sure people/parents buy only what they need in the supermarket and shops (**SDG 12** responsible consumption and production)

Then read through the titles in the two tables and have each group plan their solution using the questions.

Now show and read out the Proposal Guide and elicit which questions from Part 1 fit into each section of the proposal. This will help them organise their proposal. Read through the proposal template and remind learners of the Useful Phrases in Activity 3. Have them write a proposal individually using the group notes. This can be done in class or as homework. Groups can compare their written proposals with their group to find the similarities and differences.

4. CLIL Project

Script an Environment Video

Time Required: 3 lessons

Learners are now going to plan their own environment video. Like the Ukrainian children did in their video, they are going to show their feelings about the environment, **and** the actions they take to make things better.

In groups learners brainstorm some actions they take at school to help protect the environment. They should think about the following areas: waste management, energy saving, water usage, food and finally, animal and plant life.

Next, they are going to prepare a script for the video. First, they should decide on the locations for each part of the video and the images they are going to use. Suggest they take pictures of the different elements and places they want to include in the video. Then, they should decide what they want to say and who is going to say it.

Finally, they must put together a written script including all of this information. If they have the means at their disposal, they can finish up by recording the video. If they do not, they can present their script to the rest of the class.

Subject tags:

Science, ICT, Citizenship

C21 tags:

Collaboration, Communication, Digital Literacy,
Leadership and Responsibility

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B1

UKRAINE SCHOOL
PROJECT

Transcript



Topic vocabulary

ENVIRONMENTAL ACTION

climate change (*phr*), world (*n*), protect (*v*), globe (*n*), planet (*n*), ecological (*adj*), disaster (*n*), environment (*n*), recycle (*v*), waste (*phr*), save (*v*), eco-bags (*compound n*), emission (*n*), share (*v*)

MOTIVATION AND CHANGE

be inspired by sth (*phr*), be proud (*phr*), be a team (*phr*), be in one boat (*phr*),

TITLE *In 2021 schools the British Council asked schools around the world to make a video about their actions and ideas on **climate change**. This is one of the videos.*

NARRATOR This is Vydranytsia, a small village in northwest Ukraine.

CHILD SINGING Vydranytsia, the best in the **world**,
Vydranytsia, my native village,
Vydranytsia, I have to **protect**,
Your forest, channels and the rivers.

NARRATOR And these are the children of Vydranytsia.

DMYTRO Hi, my name is Dima. We'd like to participate in school video competition held by the British Council. We **were inspired by** our teacher of English to share some information, some story, what our schoolmates are doing to change the world. We'd like to encourage more people around the **globe** to help our **planet**.

Welcome to our school!

KATERYNA We live in Vydranytsia. Our village is situated on the banks of two rivers: Vyzhivka and Kozachivka, in Ukraine, just on the border of Poland.

Vydranytsia was named after otters.

The Ukrainian word for otter is 'vydra'. There are no more otters nowadays because poachers used to kill many of them for money. It's a great **ecological disaster**.

NARRATOR The children **are proud** of their village, and they love nature. That's why they do what they can to **protect** the **environment** and other animals.

VALERIYA Look! We always put the litter into the bins. Besides we sort it. We put paper waste here, and plastic bottles into this bin. We can **recycle** paper **waste** and **save** the forest, the green lands of our **planet**.

NARRATOR They also plant new trees.

ARTEM The pupils of our school created **eco-bags**.

KRISTYNA Look! We use solar energy to warm our house in order to lessen dioxide **emission**. It was my idea! I heard about green energy at school and told my parents about it.

NARRATOR They all have great ideas! But they can't do everything alone.

STUDENTS We're a team!

And it's only the beginning!

Let's **share** the **world** together!

Let's help our **planet**!

And don't forget that we're **all in one boat**, and we have no way out, just to live in this planet, and to keep our home clean.

TITLE Let's **save** our **planet** together!

Filmed by the staff and pupils of Vydranytsia School